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ABSTRACT

One of seven similar project reports dealing with program development in career education for teacher, counselor, and administrator preparation, this report presents, in four sections, information concerning the use of community resources at the college or university level. The first section describes the Community Resource Task Force's activities and accomplishments relating to the use of community resources for the preparation of educators. The second section discusses the proceedings of the Career Education Community Resources Conference held at Portland State University (March 11, 1976). The third section (1) describes current theory and definitions of career education relevant to the college and university levels, (2) presents an overview of career education, and discusses the cluster concept, life roles, levels of career education, and the difference between career and vocational education, and (3) lists types of community resources, college and university resources, and selected career education concepts. The fourth section offers specific recommendations for types of community resources that are needed generally to enhance college and university education. Appendixes include the participants listing for the career education conference and the Portland State University education model involving community resources. For more information on the total project see CE 009 315. (TA)

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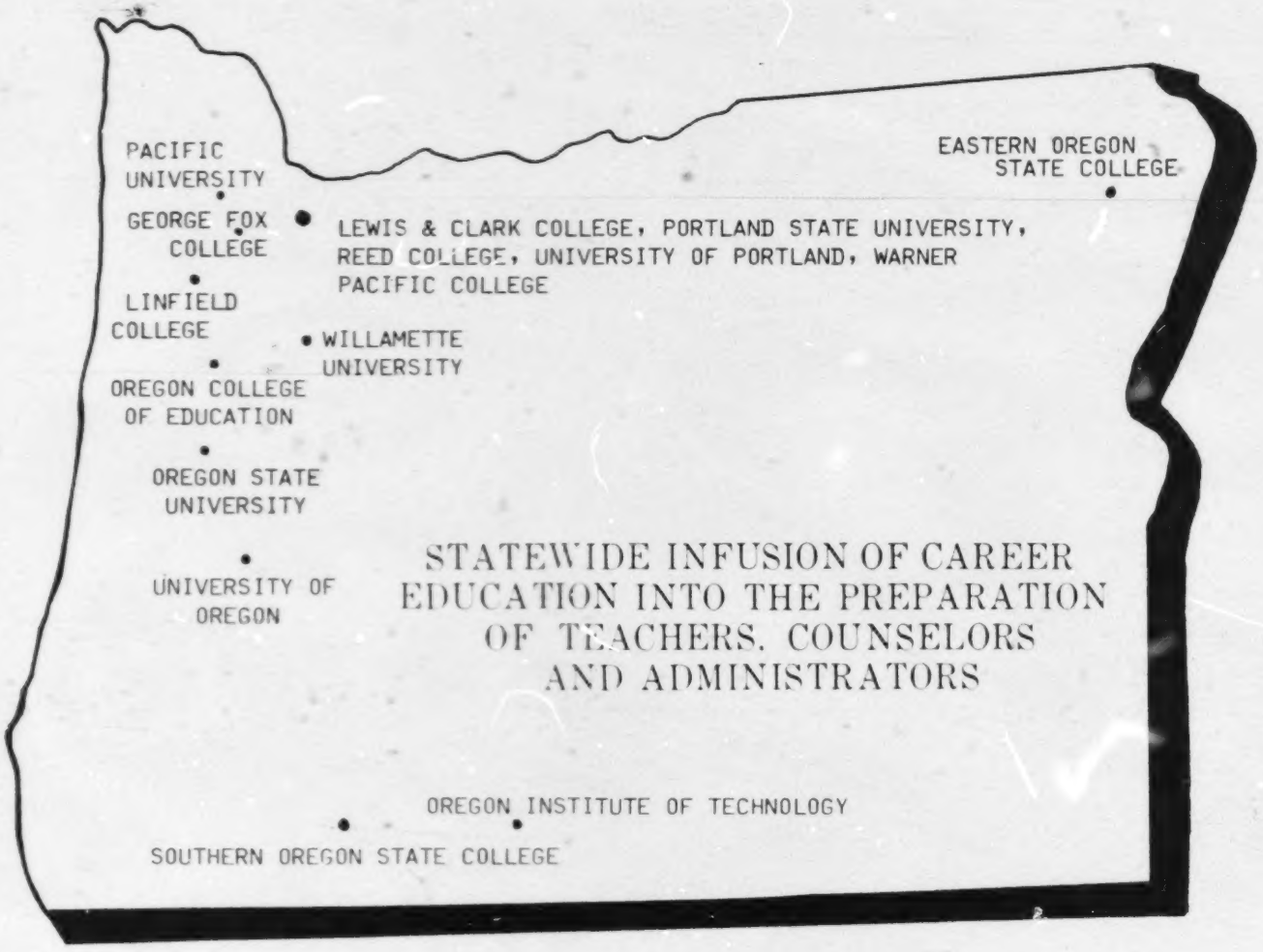

INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION
3180 CENTER STREET NE
SALEM, OREGON 97301

September, 1976

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THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

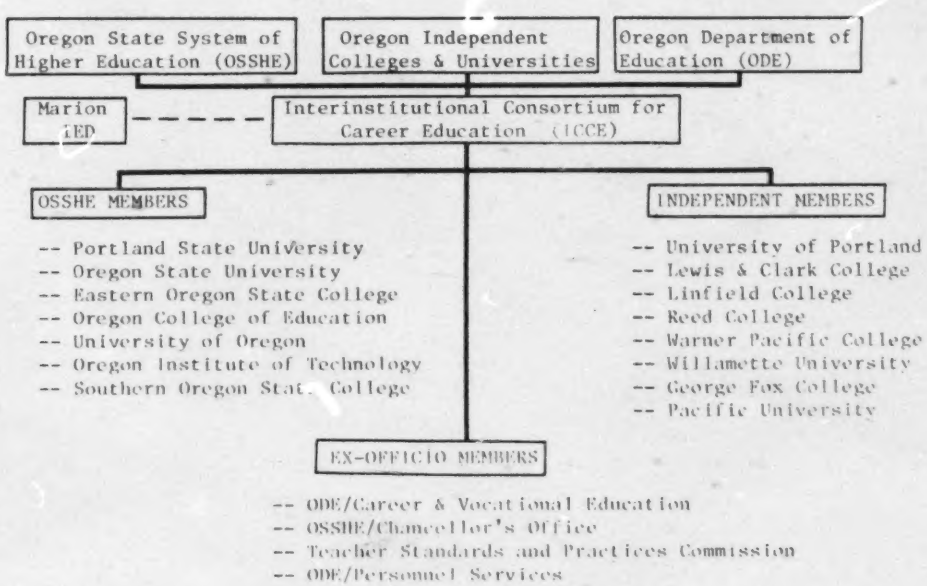
ORGANIZATION

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE



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The activity which is subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare and the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of either agency. No official U.S. Office of Education or Oregon Department of Education endorsement should be inferred.

PREFACE

The materials presented in this document have been developed through activities of the Interinstitutional Consortium for Career Education and within the jointly supported state and federal project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators." This comprehensive project is focused upon three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties; program development for teachers, counselors and administrators preparation; and teacher certification and program accreditation.

This document has resulted from work in the program development area and presents career education content, methods and procedure for utilization of community resources in teacher education. The material has been developed by the Project's Community Resources Task Force.

This report is one of eight similar reports dealing with program development in career education for teacher, counselor and administrator preparation. The other reports address Secondary Teacher Education, Special Education Personnel, Elementary Teacher Education, Counselor Education, Vocational Education, Career Clusters Information, and a Conceptual Model for the Career Education Dimension of College and University Personnel Preparation Programs. Although each report is complete in itself, the user of this report may find the others supportive in meeting a particular need.

Many individuals and agencies have contributed to the work of the total project. The program development aspects, in particular, have required the collaborative support of numerous individuals. Portland State University and Dr. Allen Lee, Director of Career Education, specifically deserve much of the credit for the accomplishment in program development. PSU was the major sub-contractor to the ICCE for this work and Dr. Lee provided the leadership and direction for those activities. The original report, was prepared on behalf of the Task Force by Dr. Allen Lee of PSU. Further editing and final formatting was done by the ICCE central office staff. The task force members deserve our sincere appreciation and thanks. They are identified in the appropriate section of this report.

The results of this initial effort to incorporate the use of community resources into teacher, counselor and administrator preparation in Oregon are already impacting upon Oregon educational personnel development programs. Further testing, evaluation and course/program infusion will take place during the 1976-77 and 1977-78 academic years. It is hoped that this and the companion reports will facilitate that effort and also be of assistance to colleges, universities and other agencies and institutions outside Oregon who wish to undertake similar efforts.

Darrell L. Ward, Director
Interinstitutional Consortium
for Career Education

INTRODUCTION

The potential of any educational reform movement is highly dependent on the attitudes, skills and understandings of the educational personnel responsible for its implementation. As such, the maximum potential for career education can only be reached if its concepts, knowledges and skills are adequately infused into inservice and preservice preparation of teachers, counselors and administrators. Although many individuals, agencies and institutions have responsibility for personnel development, the institutions which must provide the primary leadership and direction are those colleges and universities which prepare educational personnel for our schools.

The Interinstitutional Consortium for Career Education, established in 1974, seeks to facilitate the efforts of Oregon institutions which prepare teachers, counselors and administrators to better meet the needs of personnel preparation for career education. This fifteen member consortium devised and planned a change strategy for college and university personnel preparation which focuses upon three essential aspects of the personnel development: staff development for college and university faculty, program development for college and university preparatory programs, and teacher certification and program accreditation. The work reported in this document represents a portion of that change strategy in the area of program development. Materials included are those developed by a task force and participants in a career education resource conference.

The conceptual design for this activity was that a group of knowledgeable people representing colleges and universities, local education institutions, the Oregon Department of Education, the business, labor and industrial community would come together within the context of a given area, i.e., community resources and identify those ways the community and the colleges and universities could share resources with implications for the programs preparing school personnel as well as relating more closely other programs in the university to community resources.

The task force chairperson played a key role in organizing the task force and in the development of the report. The chairperson was assisted in each instance by a task force coordinator who had the specific responsibility of pulling together the task forces varied activities and materials and putting them into a cohesive document for review and examination by task force members. The task force reviewed information from a variety of sources and met periodically to discuss their findings and planned a conference which brought together representatives from the community and the colleges and universities. Before finalizing the task force report a draft prepared by the coordinator was distributed to the task force members for their comments and additional input. Additionally, the Northwest Regional Education Laboratory was contracted to critique the material and provided an analysis of its content. The Northwest Lab provided sources of additional material which could strengthen the task force document. Subsequently, much of this material was included in the task force reports.

This report should prove useful to college and universities both in their education preparation programs and in the institution as a whole. The information from the task force can provide concepts and content to be considered by all faculty members and community leaders.

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USING COMMUNITY RESOURCES FOR PREPARATION OF EDUCATORS

The material included here is the result of work done by the Community Resource Task Force whose purpose was to identify, collect, review and organize a body of career education information for consideration in identifying and utilizing community resources at the college or university level.

TASK FORCE MEMBERSHIP

Persons from various colleges, universities, local school districts, business and industry and the Oregon Department of Education served on the Community Resources Task Force. Their contribution to the project is truly appreciated.

Dr. E. Dean Anderson, Task Force Chairman
Portland State University
Portland, Oregon

Mr. Barnie Baumgartner
Portland State University
Portland, Oregon

Mr. Bob Burns
Burns Brothers Truck Station
Portland, Oregon

Dr. William Hamilton
Portland State University
Portland, Oregon

Dr. Timme Helzer
Lewis & Clark College
Portland, Oregon

Mr. Andrew Jacobs
IPAR, Inc.
Portland, Oregon

Mr. Les Jenkins
Omark Industries
Portland, Oregon

Dr. Curt Loewen
Warner Pacific College
Portland, Oregon

Mr. William Moshofsky
Georgia Pacific Corporation
Portland, Oregon

Dr. Donald D. Parker
Portland State University
Portland, Oregon

Mr. Marvin Rasmussen
Portland School District #1
Portland, Oregon

Mr. Forrest Rodgers
Pacific University
Portland, Oregon

Dr. Dave Santellanes
University of Oregon
Eugene, Oregon

Dr. Richard Schmidt
State Department of Education
Salem, Oregon

Dr. Allen Lee, Task Force Coordinator
Portland State University
Portland, Oregon

ACTIVITIES AND ACCOMPLISHMENTS

Summary of Activities

Through five major meetings and eight sub-committee meetings held during 1975-76 plans and directions for the Community Resources Task Force were forumlated. In addition, the Task Force met with IPAR board of directors and arranged for a Career Education Community Resources conference. The Task Force activities resulted in achieving the following objectives:

1. Objective: To ascertain college and university interests pertaining to community resources.

   Accomplishment: As reflected by participation in the Task Force meetings and the sub-committee activities, those institutions with definite interests at this time include George Fox College, Linfield College, Lewis and Clark College, Pacific University, Warner Pacific College, the University of Portland, Oregon State University, Willamette University, and Portland State University. Others are tentative.

   The decision was reached that community resources should be initially identified in careers related to the following four areas of college and university education:

a. Arts and Letters
b. Business Administration
c. Engineering
d. Education (Preparation of Teachers, Counselors, and Administrators).

The Community Resources Task Force has identified the following types of community resources as being desirable for colleges and university utilization:

a. Speakers to be brought on campus to aid instruction

b. Community sites and personnel to serve as the locus for visitations by college and university faculty and students individually and in groups for the purposes of developing general AWARENESS of careers

c. Community sites and personnel to serve as the locus for college and university students to have EXPLORATORY hands-on work experiences

d. Community sites and personnel to serve as the locus for college and university students to have PREPARATION experiences for selected career areas

e. Community sites which may be utilized for college and university faculty work experiences, in which such faculty may both render a service to the business or professional company and simultaneously enhance the faculty member's understanding and appreciation of jobs and careers related to his or her discipline or area of instructional responsibility.

2. Objective: To develop plans to identify, recruit and inventory community resources.

Accomplishment: The report of the March 11th conference and the recommendations for action reflect the desire and plan to work cooperatively with the Institute of Public Affairs Research* on this. The proposal for funds from the U. S. O. E., Cooperative Education in Higher Education, further delineates the formulated plan of the Task Force which proposes to:

a. Identify areas in Arts and Letters, Business Administration, Engineering and Education Personnel Preparation to be served in each college and university

b. Analyze current IPAR inventory

c. Formulate list of desirable types of speakers which each of the participating colleges and universitites could utilize

d. Prepare an estimate of the kinds and number of speakers, by fields, which each institution might use

e. Prepare a composite list of needs of the participating institutions

f. Recruit needed speakers

g. Develop procedure for coordinating and scheduling use of speakers

h. Develop plan for evaluating use of speakers, by participating colleges and universities and by the participating professions, businesses and others

i. Plan and conduct a workshop for the purpose of orienting community resource people on how to most effectively provide or deliver their know-how to colleges and universities, and to formulate guidelines for so doing

j. Plan and conduct a workshop for the purpose of orienting college and university faculties on how to most effectively utilize community resources, and to formulate guidelines for so doing.

*The Institute for Public Affairs Research (IPAR) is a non-profit organization operating in the greater Portland Metropolitan area. The business, labor, professional and civic organization and agencies which have incorporated to form IPAR assist schools in attaining occupational information and occupational experience for their students.

3. Objective: To form an alliance with IPAR to achieve pertinent and mutual objectives through cooperative, coordinated action building upon IPAR's current services to public schools, K-12.

   Accomplishment: The Task Force met with the IPAR Board of Directors which subsequently took official action to work with the Task Force consistent with the plans herein outlined. IPAR and the Task Force have accordingly been working closely together on the various activities herein described, including the March 11th conference, development of plans and proposals for necessary resources, et al.

4. Objective: To get IPAR to expand its services from K-12 to colleges and universities.

   Accomplishment: IPAR's Board of Directors took formal action accordingly following its meeting with the Community Task Force at Portland State University. It was agreed that we should walk before we ran, and initial focus would be upon the four areas listed under the accomplishment for objective #1 (above).

5. Objective: To get IPAR to expand its inventory of community resources to encompass more of those productive careers which require a baccalaureate or higher degree.

   Accomplishment: IPAR, following the meeting of its Board with the Task Force, so agreed. Plans and proposals for expanding the inventory have been jointly developed accordingly.

6. Objective: To take initial steps to orient and/or train college and university personnel to more effectively utilize community resources.

   Accomplishments: The March Conference involving over fifty top management representatives from business, labor, professions, and the cultural community with a similar number of college and university people constituted a significant beginning in this area. The Task Force has given priority for next steps on this in the coming year. The participating colleges and universities with the support and cooperation of IPAR have submitted two plans and support requests for activity in this request for the 1976-77 year.

7. Objective: To take initial steps to orient community persons on how to more effectively deliver community resources to enhance college and university education both on and off campus.

   Accomplishment: This objective has been attacked simultaneously with Objective #6 (above), and the comments under that objective apply here also.

8. Objective: To help make colleges and universities more sensitive and responsive to community needs.

   Accomplishment: Inherent in the March Conference and especially in the six small group discussion sessions, was this objective. The discussion sessions were fruitfull as evidenced by the summary of questions considered and comments recorded. The numerous meetings of the Task Force on Community Resources and of its sub-committees fostered intensive discussions also. All of this improved two-way communication between higher education and the community. Both groups have formed conclusions and recommendations pertinent to this objective.

9. Objective: To enhance the preparation (preservice and inservice) of education personnel through increased identification and utilization of community resources--both inside and outside the traditional classrooms.

   Accomplishment: The accomplishments outlined in this report for objectives #1 to #5 and #10 constitute a planned foundation intended to accomplish this particular objective. Indications are favorable, but only over the months and years ahead will there be complete evidence of accomplishment.

10. Objective: To plan and initiate action to acquire needed resources for the purpose of expediting IPAR's cooperation efforts, those of the participating colleges and universities, and of the Community Resources Task Force together in continued activity to identify, recruit and effectively utilize community resources both on and off campus.

    Accomplishment: As evidenced by this report, the planning has been accomplished. At this writing, two major proposals have been submitted with requests for funding. One was in two parts--a proposed grant to Portland State University (on behalf of several colleges and universities) and a proposed grant to IPAR to cooperate with the colleges and universities in identifying, recruiting, and utilizing community resources. This was to USOE (Cooperative Education Higher Education). A second proposal in this area was for significant second-year activity in community resources under the present project of which this report is a part.

REPORT OF CAREER EDUCATION COMMUNITY RESOURCES CONFERENCE

This section discusses the proceedings of the Career Education Community Resources Conference held March 11, 1976 at Portland State University. Included are summaries of keynote addresses, and questions and responses of the six conference discussion groups.

REPORT OF CAREER EDUCATION COMMUNITY RESOURCES CONFERENCE OF MARCH 11, 1976

Purpose

The purpose of this Conference was to discuss the use of a variety of community resources which hold a potential for enhancing college and university programs, and to do the same with colleges and universities' resources which might be useful for such community programs as employe, product and marketing development.

Background

The Career Education Conference at Portland State University on March 11, 1976 was one of the activities of a statewide task force which had the responsibility to identify community resources with a potential for enhancing college and university educational programs. For the purpose of this conference, the responsibility was expanded to encompass also the area of college and university resources which might enhance such community programs as employe development, product development, and market development.

This design for this conference provided for close cooperation between IPAR, represented by William Moshofsky (Vice President of Georgia Pacific and President of the IPAR Board of Directors) and Andy Jacobs (Executive Secretary of IPAR), and the metropolitan area colleges and universities, represented by E. Dean Anderson (Vice President for University Relations at PSU), and Allen Lee, Professor of Education, Portland State University. It further provided for the participants to include representatives (mostly top management) of the business, labor, professional and cultural sectors of the community. Concurrently, invitees included administrative and teaching faculty from Willamette University, George Fox College, Linfield College, Oregon State University, the University of Oregon, Oregon College of Education, Pacific University, Warner Pacific College, Reed College, the University of Portland and Portland State University.

While the conferees were together in one large group, stimulation, orientation and crystallization of ideas were provided by the conference co-chairman William Moshofsky and E. Dean Anderson, by keynoter Glenn Jackson, by speakers William Hamilton and Orcilia Forbes, and Dr. Allen Lee, coordinator of the conference.

Conferees devoted most of their time to discussion in six small groups of fifteen to eighteen persons. Each small group was divided somewhat equally between top-management representatives of the business, labor, professional and cultural community and administrative-teaching faculty from the participating colleges and universities. Each of the six small discussion groups were co-chaired by a representative of the community and a representative of higher education, and each had an assigned scribe.

Summary of Remarks: Glenn Jackson

Mr. Glenn Jackson, Chairman of the Executive Committee, Pacific Power and Light Company, commented that he felt many colleges and universities were not training students in productive skills, but rather in humanities and courses that are broadbased and not related to making a productive citizen who can add to our standard of living or wealth. Commenting further, he noted service occupations, although necessary, do not add to our GNP and we must develop more productive people and give less encouragement to service occupations.

He questioned the need for the great number of youth going to colleges and being encouraged to aspire to heights above their capabilities or achievability, thereby turning out an unhappy and disillusioned member of society. There can be only one chairman or president, and although we can hope to reach this pinnacle, our youth should not be led to believe this is inevitable.

He noted a need for better attitudes and skills, including improvement in the three R's, from graduates applying for jobs.

In summary, he called for closer cooperation between higher education and the community to provide more relevant and realistic learning opportunities that would help develop a more productive student.

Summary of Remarks: William Hamilton

The comments made by Dr. William Hamilton, Dean of the College of Arts and Letters, Portland State University, constituted an eloquent spotlighting of key issues, suggested areas of commonality between the community and higher education, an acknowledgement of merit in the remarks of Glenn Jackson, and increased recognition by the higher education community that both university and community should focus upon work, should argue about it, and clairfy it.

The following quotes from Dean Hamilton's remarks responded to the sometime lack of communication between the community and higher education.

"Incidentally, I have heard two distinct community voices addressed to the university today, and I'm not sure if they can be reduced to a single voice. I have heard: 'give us marketable skills, not liberal arts.' I have also heard the opposite: 'don't try to train your graduates, we'll take care of that, and we can do it better than you. Give us intelligence and docility.

But in their encounter with what has been charmingly called the real world, the defenders of the liberal arts should be wary of self-righteousness and complacency. Our self-defenses in the past have often been poor ones. We have sometimes argued that we are necessary because the mind is superior to the body. We have often located our roles in the realm of leisure, and in so doing have found ourselves in defense of the distinction between the leisure class which does have culture, and a working class, which does not. No, the conflict between the community and the university is not a conflict between practice and theory. Both of us are interested in both. We humanists must begin to produce a better theoretical defense that does not talk about leisure, but talks about work as the primary mode by which men and women are related to attend to work, lest its defenses prove its triviality and irrelevance.

At the end of his life, Freud remarked that love and work is what it is all about. The university should make no claims to teach the young about love; there are better rooms than classrooms to do that in. Both the university and the community should focus on work; should argue about it and clarify it. If we can learn to do so, the adversaries may become comrades."

In summary, Dean Hamilton's remarks reflected considerable agreement with Mr. Jackson's call for closer cooperation between community and higher education, and also for more of a focus upon work. Hopefully, continued dialogue along with improved communication will help.

Summary of Remarks: Orcilia Forbes

Ms. Orcilia Forbes, Dean of Students, Portland State University, reactions to her observations of the conference can best be summarized in her own words. "Shortly after arriving in Berkeley for a year of study, I learned that an older black woman had gained the respect of a number of the students in our study group. It seems there had been a recent conference on Black Family Life. One of the main speakers, who was black, seemingly a well-to-do scholar, had preached the evils of following in the footsteps of the white man. Finally the woman got up and stated, 'You give me the ticket; I'll decide whether I want to ride the train.' I would like both the university and community representatives to know that I see my job as assuring that there are lots of tickets available for our students. I say this because I am concerned about the narrowing of opportunities that I hear being expressed in the groups.

We are in the business of developing 'human resources', all of us, and we must not forget that. It means that skill is not the only quality we look for, but a well rounded person. In writing students' recommendations for employment, I am asked to comment on important areas such as leadership roles in the university, part-time summer employment experiences, attitudes, etc. Thus we are looking for more than an individual trained in one area.

I heard in the groups people speaking about awareness. Students are realistic, they are aware, but it doesn't mean we curtail their enthusiasm.

In terms of career opportunity, we sit here dictating opinions which might be formed into policies, but I see few women or minorities in the audience. I checked the program carefully and found few women or minorities in the consortium arrangement either. Thus I ask for caution in setting direction when talking about 'career opportunities'."

Orcilia has cautioned the group and again they are reminded of the continuing and vitally essential need to give people choices (rather than to direct their future) of equal importance. She has called attention to the fact that the March 11 Conference lacked an appropriate proportion of women and minorities. We have reasons (excuses) for these deficiencies and we like to think they are valid; however, the fact is the deficiencies do exist and something needs to be done about that. Increased effort and vigilance constitute at least part of the answer.

Summary of Questions

Chairpersons and scribes for the six discussion groups, which constituted the main portion of the Conference, were:

Group One

Co-Chairpersons:

Clancy Standridge
General Telephone Company
Beaverton, Oregon

Forrest Rodgers
Pacific University
Forest Grove, Oregon

Scribe:
Marleen Pickens
University of Portland
Portland, Oregon

Group Two

Co-Chairpersons:
Donald Parker
Portland State University
Portland, Oregon

Group Three

Co-Chairpersons:

Robert Burns
Burns Brothers, Inc.
Portland, Oregon

Curt Loewen
Warner Pacific College
Portland, Oregon

Scribe:
Ernest Keller
Washington County IED
Portland, Oregon

Group Four

Co-Chairpersons:
Wright Cowger
Willamette University
Salem, Oregon

Group Two (con't)

Pat Dignan
Northwest Natural Gas
Portland, Oregon

Scribe:

Alan Goetz
Multnomah County IED
Portland, Oregon

Group Four (con't)

Sam Gillespie
Oregon Public Employes Council 75
Portland, Oregon

Group Five

Co-Chairpersons:
Dan Dinges
First National Bank of Oregon
Portland, Oregon

Margaret Dobson
Portland State University
Portland, Oregon

Scribe:

David Myton
George Fox College
Newberg, Oregon

Group Six

Co-Chairpersons:
Les Jenkins
Omark Industries
Milwaukie, Oregon

Mary Cumpston
Portland State University
Portland, Oregon

Scribe:

Wes Caspers
Linfield College
McMinnville, Oregon

The six discussion group leaders and scribes met prior to the Conference and reviewed suggested questions along with general guidelines for discussion and reporting thereof. The scribes for each group took minutes during the sessions, and these were subsequently typed, and submitted to the group leaders for refinements, corrections and approval. The six groups discussed certain questions common to all and such additional questions as each saw fit to pursue. The following is based upon the approved minutes from the six discussion groups and is a composite summary including group and editorial responses.

(1) Question: As Career Education blossoms, how many students is it feasible for the community to accommodate when it comes to providing locations in which the student will get the desired "hands-on" and other types of experiences?

Response: That is impossible to determine at this time because the exact nature of all of the desired experiences has not been finally identified. We do not know how many employers will be receptive. We do not know how many colleges and universities

and how many students will be participating. An orientation program is contemplated for community people--how effective will that be? An orientation and training program is contemplated for college and university faculty--much depends on its effectiveness. Certain coordinating functions will need to be arranged, for identifying the nature of spots needed, for recruiting employers to cooperate. We know it is desirable for an entity such as IPAR to provide certain coordinating functions--but the details of what is desirable, what it will cost and what IPAR can and will do are yet tentative. We do know that institutions such as Northeastern University and Antioch do place thousands of university students, and these are well-coordinated, and supervised.

(2) Question: To what extent will existing policies and organization of colleges and universities limit or obstruct placing and supervising students out in the community?

Response: Enabling policy should and can be adopted. Staff are currently assigned to teaching and administrative and reasearch duties which do not facilitate the placement of students as here envisioned--but changes in some assignments would need to be made if faculty members were to have responsibility for students placed in the community for experience. Some faculty supervision is deemed essential for the success of such activity. IPAR might help in recruiting slots, but certain arrangements should be the responsibility of the college or university concerned. In general, it would be neither feasible nor desirable to merely add staff to the college or university for this purpose.

(3) Question: What resources are needed to facilitate placing students in community situations for hands-on experience?

Response: Probably some type of central coordination from an agency such as IPAR to avoid too many contacts from various instructors within or among colleges and universities. Released time for orientation and training of faculty and community personnel. Some travel funds and some staff time. Resources for consultants to assist with training and orientation of higher education and community personnel.

(4) Question: Is there antagonism between higher education and the community?

Response: Yes, there is some. There is also a great deal of good feeling and mutual respect. Better communication and understanding is needed. The two go together. More and more effective use of advisory groups by both higher education and community will improve communication. Higher education has been slow to use community advisory committees, sometimes such groups are misused, too often colleges and universities think just of students and business is concerned only with employes.

(5) Question: Doesn't the university have some legitamate purpose other than to provide trained personnel for industry?

Response: Most certainly it does, but "employability" is too often not of sufficient concern. Most students go to the university or college--not just to improve their minds and gain knowledge just for the love of knowledge--but rather to become employable at a somewhat higher level. We should not overlook the fact that a liberal education contributes to employability.

(6) Question: Whose responsibility is it to provide "hands-on" experience?

Response: Probably both school and community, since the colleges and universities are agencies of the community. More use of advisory groups is indicated.

(7) Question: Who should serve on college and university advisory committees?

Response: We have the technology to properly select and organize advisory groups. Representatives of those sectors of the community which the college or university is serving should be included.

(8) Question: Is it enough to just teach knowledge for the sake of knowledge, without relating this to life roles and especially the productive life role of providing goods or services for money?

Response: There are strong indications that we can no longer afford to ignore those who say "No" in most instances. That may be a luxury item more often than not. College and university courses need to relate information to life roles, especially the productive one.

(9) Question: Do we believe there are two kinds of students, the occupationally-oriented student and the higher-education oriented student?

Response: In general, no. A currently underway study will soon be available to answer this question.

(10) Question: How can business use a faculty member in work experience situation during the summer or some other time?

Response: In many ways. Much of this already takes place, but without publicity or recognition. IPAR might well facilitate and help arrange such situations. Too often these are not related to the faculty member's teaching responsibility. No better way to keep current and foster communication. Sometimes this should be a paid experience and sometimes not. Guidelines need to be identified.

(11) Question: Does the undergraduate program subsidize graduate research?

Response: That does happen, but not as a general rule. This can improve instruction, but not necessarily so.

(12) Question: Why is hands-on experience necessary?

Response: Hard to learn to swim without getting in the water. Credibility is an important element in learning. There is some truth to the adage about ivy clad ivory towers, but this is abused as an excuse.

(13) Question: What kind of cooperation will be forthcoming from labor?

Response: Sometimes not much. Especially in times of unemployment. Depends upon the circumstances. This needs to be a topic for continued duscussions. Often times satisfactory arrangements can be made. Not all occupations are unionized.

(14) Question: What about occupations becoming obsolete within ten years thus negating the desirability for hands-on experience?

Response: We still need to learn the basic skills and competencies. We had auto mechanics, pilots, engineers, artists and professional people of many types twenty years ago, and we will also need them twenty years from now. We need to continually be updating through continuing education.

(15) Question: Who should inventory resources?

Response: Both community and higher education resources need to be identified and publicized. The two should work together on this. IPAR should provide leadership to bring about the inventorying of community resources which would enhance higher education both on and off campus.

(16) Question: How about an exchange sabbatical program where business and higher education would exchange personnel for periods of time?

Response: This is already being done to varying degrees, but much expansion needs to be promoted. There are some problems, and also pitfalls, Not necessarily Utopia. A good idea.

(17) Question: Are we getting too much emphasis upon material (vocational) things?

Response: More talk than fact. Should relate instruction to all life roles (citizen, family, leisure, consumer, and producer) but emphasize the latter more than we have been. Not always in order to emphasize the producer role.

(18) Question: Are students made aware of the real business, industrial, professional, cultural world in school?

Response: Not adequately, unless they have some experience on the firing line. They don't really know until it hits them firsthand. They need to know.

(19) Question: What are the realities for employment in a chosen field of study?

Response: Who knows? Sometimes they are obvious. Can we use this as the basis for enrollment? No, but colleges and universities have an obligation to let their students know the odds. Manpower projections are often sketchy and wrong. There will always be a place for the best--but not all can expect to be among the best.

(20) Question: Should higher education give credit for work experience?

Response: Some division of opinion exists, but consensus appeared to be a rather strong agreement in favor of so doing. Some fear or allege that higher education faculty resists so doing for indefensible reasons. The student should receive credit for work experience, especially when this was a planned and supervised experience of quality.

(21) Question: How about a course in community resource management?

Response: Good idea. Not much of this being done. Vocational educators know how. The technology is available. Should be done.

(22) Question: Is it not true that IPAR currently has mostly resource people or sources that pertain to occupations that require less than a baccalaureate degree?

Response: Yes, that is true. Also, most of the IPAR service is for grades K-12, and mostly limited to speakers. IPAR has agreed in principle to expand to meet college and university needs, including Fine Arts and Humanities. This is essential. This will require resources.

(23) Question: Don't community people need to become more knowledgeable on how to provide resources and don't higher education staff need to know more about how to utilize community resources?

Response: Yes. We have the technology but most often it is not applied. We need systematic and cooperative orientation and training for both groups. The leaders should get on with that.

(24) Question: Aren't the colleges too specific and don't they go into too much depth in a highly specialized discipline like Greek history more than people need or care to know about?

Response: The main idea of liberal arts is that we educate, not train. We teach people to think; we deal with ideas. There is more to preparation for life than chasing the dollar. People don't have to take Greek if they don't want to, but don't we have an obligation to let them know it may not be relevant to becoming employable?

(25) Question: Couldn't there be an overlap between preparation for work and liberal arts?

Response: There could be and is. A complete dichotomy is not necessary.

(26) Question: When students are 28 years old do they need career awareness education?

Response: Some do not, but many do. Instruction should be individualized to meet needs. Sometimes it is.

(27) Question: Are enough students taking economics?

Response: About 15% take economics courses. It is available for more if they choose it. Admittedly, there is need for more competency in this area, but should it be forced, and if so, by whom?

(28) Question: Aren't most field trips superficial, but better than no field trips?

Response: A certain proportion are superficial, like anything else. Here again, we have the technology but often do not use it. Higher education and the community together with IPAR may well help to improve this through the application of systematic orientation and training for all concerned. There is little justification for mediocrity or worse over a period of time.

(29) Question: Should not higher education have the obligation to prepare or graduate students with some marketable skills?

Response: Some say yes and some say no; however, there appears to be increasing demand on the part of both students and community for colleges and universities to assume such a responsibility. Most have not. A pending study may ascertain if this is what students want. The American way may be to give them what they want.

(30) Question: Isn't it true that industry can train a person to be a manager in three weeks?

Response: In some areas and with some people, yes. In other

situations, no. One cannot generalize here. Increasingly, the public which pays two-thirds or three-fourths of instructional costs in the public colleges and universitites, is unhappy with the thought of just providing a liberal education without developing employability.

(31) Question: Should not teachers provide more career guidance rather than having the system rely upon counselors who always have and always will be in short supply and often inadequate?

Response: We never will be able to afford a sufficient number of counselors who alone can do the job in any or all of the life roles. Counselors need to work more with teachers, recognizing that teachers are in optimum position to spend more time with students. The challenge is to get appropriate information to teachers in order that teachers in the colleges and universities can relate instruction to prospective, desired (by the student) career roles, especially, but not just, the productive life role of earning a living.

(32) Question: Should not the community be allowed to recommend some of goals for education that relate to them as clients?

Response: Yes. It is easy to endorse the concept that colleges and universities should be both sensitive and responsive to community needs. The challenge is to communicate, to develop consensus, and to secure necessary resources. In some countries dictators would make the decision.

(33) Question: Should not higher education continue to expand the internship idea or approach toward student preparation?

Response: We may well be recognizing and enforcing a trend in this direction. A considerable amount of this has traditionally characterized some sectors of higher education.

(34) Question: Shouldn't the colleges and universities provide more services and resources for community activities in employee development, product development, and market development instead of just talking about the community helping the colleges and universities?

Response: Yes. This is a two-way street, and each should complement the other. More communication is essential as a prelude to achieving improvement in this area.

(35) Question: Should not the colleges and universities be more selective and employ more screening of students?

Response: Probably better counseling is needed, and this must be a function of parents and community as well as higher education.

A better job needs to be done in the lower grade levels so that students are better equipped to make wise decisions and choices. We are committed to the philosophy of individual choice.

(36) Question: Don't we recognize a need for more contacts between community and higher education, contacts which are carefully planned with adequate knowledge and preparation on the part of both faculty and community representatives before the student is involved?

Response: Yes. Ill-conceived and haphazard arrangements accomplish very little and tend to delay or kill a promising practice. Needs and resources must be communicated and matched with clear understandings on the part of all concerned as to short and long range objectives and capabilities.

(37) Question: Isn't there a need for more communication and dialogue to develop attitudes and values which are reasonably congruent with the realities in the world around the colleges and universitites as well as within those institutions?

Response: Yes. There is a need which may best be attended to by continued dialogue, and the leaders of the March 11th Conference should plan and proceed accordingly.

(38) Question: Should not many possibilities for on-the-job experiences be explored, recognizing many alternatives and limitations?

Response: Yes again.

(39) Question: Shouldn't we be talking more like we did at this conference, and aren't there many questions which need more attention?

Response: Yes. Time limitations certainly permitted only revealing the problem and the desire to do something about it. This also indicated eagerness to cooperate on the part of both community and higher education. And also, the mutual recognition of potentially promising areas for improvement.

(40) Question: Haven't some of the previous efforts to utilize community resources "bombed out"?

Response: Yes, some have. But the striking thing is the fact that the largest number of efforts are considered to have been successful even though many of them did not achieve their full potential.

(41) Question: Don't we need a college and university level IPAR?

Response: Yes. A recent meeting of the Community Resources Task Force with the IPAR Board of Directors recognized this and both sides agreed in principle to proceed in a judicious manner, but not attempting to take initially too large a bite which could exceed available resources in time and money.

(42) Question: What has been tried and found successful in the way of utilization of community resources?

Response: Cooperative education, involving cooperation between colleges and universities with the community has been long established and successful in Northeastern University and Antioch. There is need to make arrangements for representatives from such as those institutions to meet with the Community Resources Task Force in Oregon. A number of practices related to the discussions of this conference have been demonstrated quite successfully over a period of time, some within the participating (in this conference) institutions. Such experiences and current practices need to be reviewed in detail when opportunity permits. This should be planned and consumated.

(43) Question: Should we curtail or limit the aspirations of students? Is there harm in hiring over-qualified persons? Do they get dissatisfied and quit?

Response: Some said yes, but most said no, in general. We must be careful to not limit aspirations, but we should develop awareness of reality. We should not lock students into roles, contrary to the dreams which have built this country.

(44) Question: Is is not true that faculty are not always interested in Career Education?

Response: Yes, depending upon how one defines Career Education. Especially so if it encompasses the responsibility of developing employability and doing more than acquiring knowledge just for the love of it. Most faculty, however, appear to endorse the need for focusing upon work, and incline to the viewpoint that even the liberal arts institutions are preparing students for work.

(45) Question: Is it not true that some colleges and universities just do not respond to community needs?

Response: Some have not felt this to be appropriate, nor have they felt obligated. Others have. Some have been insensitive, unknowingly. Some have changed their minds. The continuing financial and enrollment crunches have developed increasing concern and sensitivity on the part of many colleges and universities, both public and private. It appears that evolution rather than revolution is taking place in this regard, and there is quite possibly greater willingness, even desire, to change for improvement.

(46) Question: Does not the community need to be more aware of the problems and limitations which confront the colleges and universities?

Response: That is an urgent need. Improved communication is a must in this respect. Interpersonal relationships need attention. Manpower needs and projections are often vague, grossly inadequate or erroneous.

(47) Question: Are in-depth work experiences desirable for faculty as well as the students in colleges and universities?

Response: Yes, to both parts of the question. Alternative short and longer experiences need be developed, for summers and for other quarters of the year. Simulations are sometimes helpful, but there is no adequate substitute for the real thing.

DEFINITIONS AND PHILOSOPHICAL OVERVIEW OF CAREER EDUCATION CONCEPTS FOR COLLEGES AND UNIVERSITIES

This section describes current theory and definitions of career education relevant to the college and university level which were presented to the conferees as a basis from which they could begin their dialogue. The distinction between career and vocational education, the cluster concept, life roles, levels of career education, and types of community resources to enhance college and university education is described.

DEFINITIONS AND PHILOSOPHICAL OVERVIEW OF CAREER EDUCATION CONCEPTS FOR COLLEGES AND UNIVERSITIES

Overview of Career Ed

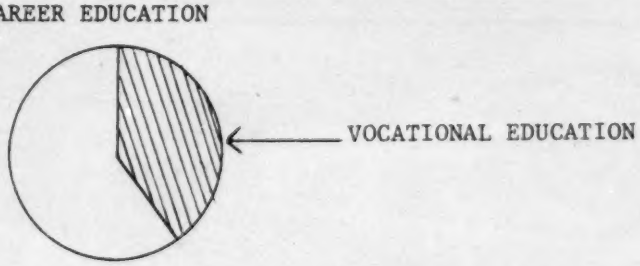
To give the conferees an overview of the broad field of Career Education theory as it applies to the university level, Dr. Allen Lee presented a descriptive brief overview on "Career Education". This information was a composite of current theory collected nationally with adaptations formulated as a result of discussions with the Community Resources Task Force and with regard for perceived current needs of Oregon colleges and universities.

The purpose was not to present any rigid, specific or detailed recommendations at this time, bur rather to define Career Education in general and present a picture intended to be provocative and a basis for selection and adaptation to local needs.

For this initial purpose, the presentation was upon the WHAT of Career Education. There is a recognized and urgent need to deal with curricular and methodological technical details of HOW to implement the WHAT of Career Education. Furthermore, we have the technological know-how to do just that. The detail on HOW to implement is not covered here. It is seen as a second phase based upon the belief that one should decide WHAT to do before learning HOW to do. The immediate limitation of time was the major deterrent to dealing with the HOW at this time.

Distinction Between Career and Vocational Education

Probably the fact that Vocational educators gave the major, initial leadership to the development of Career Education has contributed to the widespread and fallacious impression of many that Career and Vocational Education are one and the same. Actually Vocational Education (1) should be viewed as just one part (albeit a very significant, recognized and long-established part) of Career Education. Pictorially:



1. That Vocational Education which meets requirements for reimbursement with federal vocational monies, and including the requirement that it is used for occupations which require less than a baccalaureate degree.

Conceptually ideal Career Education includes (in addition to Vocational Education):

(1) Education for productive (earning a living) careers that require a baccalaureate or higher degree

(2) Education for the various life roles such as consumer, family member, leisure activity and being a citizen

(3) Emphasis, however, most often upon the productive life role.

Emphasis in the Conference presentation was given to the fact that conceptually ideal Career Education is composed of forty or so concepts, none of which are new. In fact, many of these are referred to in the Talmud and in the writings of Plato. These concepts, singly and in groups, have been practiced and validated to varying degrees for tens, hundreds, and even thousands of years.

The only new thing about the conceptually ideal Career Education of today is the unique concentration of those selected concepts.

Perhaps the single most important or far-reaching of those concepts is:

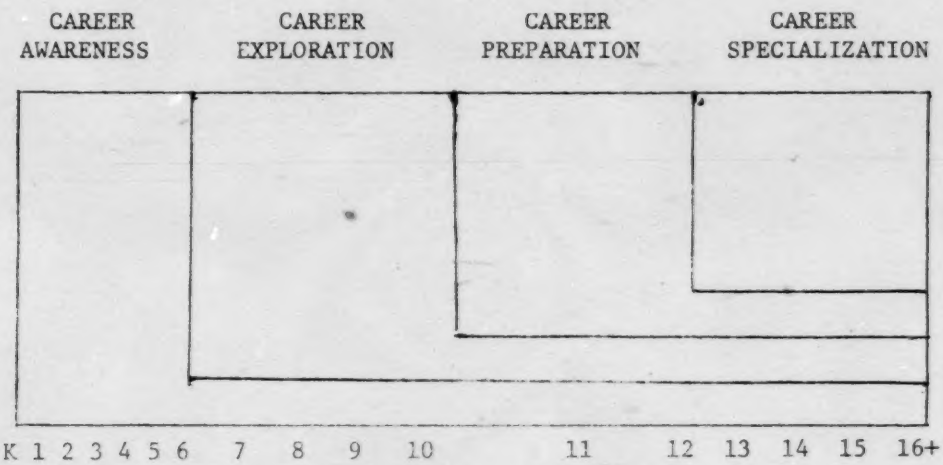
> All teaching-learning activity, in whatever subject or discipline, and at every grade or age level, should be related to the various prospective Life Roles of the learner.

"Life Roles" include:

(1) Family
(2) Citizen
(3) Leisure
(4) Consumer
(5) Productive (including the production of goods and/or services for the purpose of earning a livelihood, and often for other purposes).

As perceived state and nation wide by the presenter, the majority of people support the viewpoint that Career Education should involve all of the five life roles, but the productive life role of producing goods or services to earn a livelihood should be emphasized most often. There is, however, some disagreement on this point.

More recently, scholars of career education have come to view the above four levels of career education more as follows:



In addition to the above, some scholars have come to view the four levels (awareness, exploration, preparation and specialization) as concepts which can well be applied to not only the productive life fole, but also to each of the other four family, citizen, leisure and consumer. For example, the following illustration:

Family Life Role

Career Awareness -- Boys and girls should develop awareness that countless and varied members of the opposite sex exist.

Career Exploration -- The traditional boy-girl "dates" constitute exploratory activity.

Career Preparation - Two persons become formally engaged to be married, which may be classified as exploratory

Career Specialization -Married life is specialization.

The Cluster Concept

With reference to the productive life role, the existing body of knowledge encompasses more than twenty thousand occupations. Obviously, it would be impossible to develop much awareness of such a number. However, by utilization of one taxonomy or another these twenty thousand occupations can be classified or organized into about fifteen groups, each including many occupations which have certain characteristics (of skill, knowledge, etc.) in common. Examples of some clusters (1) are:

(1) Agriculture and Agri-business
(2) Business and Office
(3) Communication
(4) Construction
(5) Consumer
(6) Environment
(7) Fine Arts and Humanities
(8) Health
(9) Hospitality and Recreation
(10) Manufacturing
(11) Marine Science
(12) Marketing
(13) Personal Services
(14) Public Services
(15) Transportation
(16) Transportation

Beginning in the first grade with teaching-learning activities designed to develop awareness to careers in the productive life role, teachers can focus upon appropriate general characteristics of those clusters considered to be of highest priority in the community. Similarly, this cluster concept approach can be used at every grade level.

Depths or Levels of Sophistication of Career Education

In the earlier years of career education in Oregon and elsewhere, the following pattern predominated (with reference to the Productive life role):

(1) Career Awareness -- Career Education in grades K-6
(2) Career Exploration -- Career Education in grades 7-10
(3) Career Preparation -- Career Education in grades 11-12
(4) Career Specialization -- Post high school

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1. Selected from the Oregon and United States Office of Education taxonomies.

Several of the above-mentioned concepts of Career Education are embodied in the matrix which follows.

MATRIX OF CAREER EDUCATION CONCEPTS

	LEVELS			
	AWARENESS OF:	EXPLORATION OF:	PREPARATION FOR:	SPECIALIZED:
LIFE ROLES				
1. Leisure	a. A variety of potential leisure activities b. Personal (self) aptitudes, desires and abilities	Several possible leisure careers	Initial entry into selected leisure activities	Knowledge and skills necessary for one or more leisure careers
2. Family	a. Various family member roles b. Personal aptitudes, desires and abilities	Pertinent family careers	Selected family role(s)	Knowledge and skills for one or more family careers
3. Citizenship	a. Various citizen activities	Pertinent citizen activities	Selected citizenship activities	Knowledge and skills for one or more citizenship careers
4. Consumer	a. Various consumer roles and the general nature thereof b. Personal (self) aptitudes, desires and needs	Selected consumer activities	One or more selected consumer roles or activities	Knowledge and skills for selected consumer activities
5. Productive	a. The general nature of many clusters and some of the occupations therein b. Personal (self) aptitudes and priorities in relation to being a producer	Selected productive Career Clusters	Productive career (earning and living)	Knowledge and skills for a productive career (earning and living)

Community Resources

There are several types of community resources which are needed generally to enhance college and university education. These include:

(1) Speakers on campus (Awareness)
(2) Field trip sites for students (Awareness)
(3) Initial hands-on experience for students (Exploratory)
(4) Cooperative education sites for students (Preparatory)
(5) On-the-job sites for faculty to serve and update their skills and knowledge
(6) Other types of resources to be identified.

College and University Resources

There are several types of college and university resources which are needed by the community for employee, product and market development. These include:

(1) Faculty
(2) Research Capabilities
(3) Education and Training Expertise
(4) Classrooms
(5) Laboratories
(6) Other types to be identified

Selected Career Ed Concepts

Some selected Career Education Concepts Applicable to Colleges and Universities:

(1) Relate subject content to all life roles
(2) Include "hands-on" experience
(3) Involve agencies like IPAR for utilizing community resources
(4) Award formal credit for off-campus cooperative education
(5) Develop student awareness of prospective careers
(6) Develop student awareness of self
(7) Provide exploratory experiences for students in careers of interest
(8) Develop employability for all students
(9) Facilitate wise career desision-makihg by students
(10) Include university responsibility to acquaint student with prospective employment opportunnities
(11) Recognize no sexual or racial barriers
(12) Utilize appropriate community advisory groups
(13) Today's youth should anticipate and be prepared to change occupations several times during their lives.

Other concepts have been identified and are available upon request.

RECOMMENDATIONS

FOR ACTION

This section presents specific recommendations for further investigation and the enhancement of college and university education programs by utilizing community resources.

RECOMMENDATIONS FOR ACTION

Following are recommendations for consideration and priority determination by the Community Resources Task Force:

1. The Community Resources Task Force should devise and implement plans for continued dialogue between community and higher education.

2. The Community Resources Task Force should enlist the continued cooperation and involvement of IPAR in the identification and utilization of community resources.

3. IPAR should expand its functions in two ways:

   a. More service to colleges and universities
   b. A larger inventory of community resources in areas of the arts and humanities, professions and those careers which may require or give preference to those who have a baccalaureate or higher degree.

4. The Community Resources Task Force (which includes higher education and IPAR personnel) should provide leadership for the development of orientation and training sessions designed to develop and improve the utilization of community resources by colleges and universities.

5. The Community Resources Task Force should provide leadership for the development of orientation sessions designed to improve the utilization of college and university resources by the community.

6. College and universities should study, develop and expand the use of consultant groups composed of suitable representation from the communities they serve. The purposes, responsibilities, organization and operation of such advisory groups should be carefully determined in advance.

7. The guiding philosophy for continued cooperative effort by the community and the colleges and universities should be built upon the strengths already existent in the establishment, because we do not desire to throw out that establishment and because we cannot afford two systems.

8. The colleges and universities, in cooperation with IPAR and others should seek resources to implement recommendations in order of priority and feasibility.

9. Initial efforts should focus primarily upon community resources for enhancing college and university programs related to:

   a. Business Administration
   b. Arts and Letters
   c. School, College or Department of Education
   d. Engineering

   The above-recommended limitation is only to avoid spreading available time and resources too thinly, and should be eliminated at such time as available resources may justify.

10. Increased and continuous effort should be made to assure more participation of women and minorities.

11. The Community Resources Task Force should actively proceed to implement the above recommendations.

Appendices

APPENDIX I

PARTICIPANTS FOR MARCH 11, 1976
CAREER EDUCATION CONFERENCE

(1) Philip Abrego
George Fox College

(2) Sandi Allen
Personnel Development Center

(3) E. Dean Anderson
Portland State University

(4) Bernard Baumgartner
Portland State University

(5) Robert Blanchard
Portland State University

(6) Kenneth J. Brody
Evans Products

(7) Robert Burns
Burns Brothers, Inc.

(8) Michael Carl
Portland State University

(9) Richard Carlson
Crown Zellerbach Corporation

(10) Emily Carpenter
Metropolitan Arts Commission

(11) Wesley Caspers
Linfield College

(12) Wright Cowger
Willamette University

(13) Will Crawford
IPAR, Inc.

(14) Mary Cumpston
Portland State University

(15) Dale Davis
Oregon City School District

(16) Jack Day
Warner Pacific College

(17) Fred DeChant
Georgia Pacific Corporation

(18) Roy Denford
Omark Industries

(19) Pat Dignan
Northwest Natural Gas

(20) Dan Dinges
First National Bank of Oregon

(21) Karl Dittmer
Portland State University

(22) Margaret Dobson
Portland State University

(23) Zola Dunbar
Portland State University

(24) Scott Fleming
Kaiser-Permanente Medical Care Plan

(25) Orcilia Forbes
Portland State University

(26) Mark Fry
Baker County IED

(27) Jack Garrett
Portland General Electric

(28) Fred Gast
United Grocers, Inc.

(29) John Gaul
Beaverton School District

(30) Tom Gerity
Portland State University

(31) Bob Getts
Shell Oil Company

(32) Alan Goetz
Multnomah County IED

(33) George Green
Hyster Company

(34) William Hamilton
Portland State University

(35) Marvin Harmon
Oregon Department of Education

(36) Chuck Heatherly
NFIB

(37) Timme Helzer
Lewis & Clark College

(38) Mel Henry
Portland State University

(39) Fred Hicks
Montgomery Wards

(40) Bruce Hobbs
Albina Engine & Machine Works

(41) Dan Hobbs
George Fox College

(42) George Hoffman
Portland State University

(43) Ed Hogl
Interstate Tractor & Equipment Company

(44) Bart Howard
Linfield College

(45) John Howard
Lewis & Clark College

(46) Billy J. Hughes
Reynolds School District

(47) Herman Hughes
Warner Pacific College

(48) David Hyslip
Oregon Symphony

(49) Glenn Jackson
Pacific Power & Light Company

(50) Andy Jacobs
IPAR, Inc.

(51) Les Jenkins
Omark Industries

(52) Mike Jordan
Pacific Northwest Bell

(53) Ernest Keller
Washington County IED

(54) Paul Keller
Pacific University

(55) Lloyd Knudsen
Labor

(56) Keith Larson
Portland State University

(57) Jerry Leadham
Oregon Department of Education

(58) Allen Lee
Portland State University

(59) Edythe Leupp
Portland State University

(60) Curt Loewen
Warner Pacific College

(61) Gary Lucas
Forest Grove School District

(62) Kerm Lund
Portland State University

(63) Jack Lutes
Portland State University

(64) Pete Malen
St. Vincent's Hospital

(65) Carl Mays, Jr.
U. S. Bancorp

(66) Larkin Mazer
University of Oregon

(67) Bridget McCarthy
Arts & Crafts Society

(68) Millard McClung
Oregon Historical Society

(69) Hugh McGilvra
News Times Newspaper

(70) Marilyn McGuire
Portland State University

(71) Richard McKenna
Sears Roebuck Company

(72) Michael McKinnon
Columbia Corporation

(73) Jack Meadows
Publishers Paper Company

(74) Brett Medalia
Silverton High School

(75) Lloyd Mills
Career Education Staff, PSU

(76) William Moshofsky
Georgia Pacific Corporation

(77) Monty Multanen
Oregon Department of Education

(78) Leo Myers
Third Party Evaluator
Marion Intermediate Ed. District

(79) David Myton
George Fox College

(80) Rosemary Nelsen
Career Education Staff, PSU

(81) Mary Anne Normandin
Portland City Club

(82) Dale Orkney
George Fox College

(83) Ann Painter
Multnomah County IED

(84) Herb Park
Evans Products

(85) Donald D. Parker
Portland State University

(86) Ed Pedley
Pendleton Woolen Mills

(87) Leroy Pierson
Portland State University

(88) Alvin Pfahl
Clackamas County IED

(89) Marleen Pickens
University of Portland

(90) Edward Prentice
E. V. Prentice Machinery Co.

(91) William Proppe
Washington County IED

(92) Lee Ragsdale
Portland State University

(93) Glenn Randall
Riviera Motors

(94) Richard Rankin
Portland State University

(95) Diane Reinhart
University of Oregon

(96) Averno Rempel
Oregon System of Higher Education

(97) Stanton Richardson
Industrial Specialties Company

(98) Forrest Rodgers
Pacific University

(99) Richard Ross
KATU-TV

(100) Dick Rumble
Career Education Staff, PSU

(101) Jim Sayer
Tektronix, Inc.

(102) Clarence Schminke
University of Oregon

(103) Robin Sears
Pacific University

(104) Bob Shober
Burlington Northern

(105) Harry Shook
Stan Wiley Realty, Inc.

(106) Ralph Smith
Portland State University

(107) Ron Smith
Portland Public Schools

(108) Mary Soltman
Career Education Staff, PSU

(109) Clancy Standridge
General Telephone Company

(110) Everett Stephens
Consolidated Freightways

(111) Jim Sullivan
Oregon Independent Colleges

(112) Stormee Swanson, Student
Portland State University

(113) Pete Taylor
Tigard School District

(114) Tom Taylor
Portland State University

(115) Allan Thede
Multnomah County IED

(116) James Todd
Portland State University

(117) Charles Walker
Linfield College

(118) G. H. Walter
ALCOA

(119) Darrell Ward
Interinstitutional Consortium for Career Education

(120) Lee Wells
State Department of Education

(121) Vernon White
Miller Freeman Publications

(122) Cindy Wiberg
Boise Cascade

(123) Forbes Williams
Portland State University

(124) Richard Wilson
Portland State University

(125) Robert Wininger
Portland State University

(126) Richard Yocom
Willamette University

APPENDIX II

PORTLAND STATE UNIVERSITY

SCHOOL OF BUSINESS ADMINISTRATION

EDUCATION MODEL INVOLVING COMMUNITY RESOURCES

Preamble:

As a professional school, the School of Business Administration views the new emphasis on Career Education as new terminology for the activity in which we have been engaged for many years. We welcome and enthusiastically support the new directions of Career Education--particularly as they relate to elementary and secondary teacher training programs and increased Career Education awareness in the "liberal arts" degree programs.

Our degree programs in Business Administration are designed to meet both the long-range and short-range Career Education needs of our students. Short-range needs--basically career job entry--are met largely within the School of Business Administration. If a clear distinction can be made between training and education, this is the training portion. Long-range needs are met partially within the School of Business Administration, but primarily by degree requirements outside the School of Business Administration--in Mathematics, the Social Sciences, and in Arts and Letters.

Many people view the faculty of the School of Business Administration as being highly theoretical in background and emphasis. Actually, virtually all of our faculty have had substantial management experience. Most faculty members, in addition to having earned doctorates, are experienced and maintain close relationships with business organizations and professional associations in the community. In addition, as a matter of policy, we hire key professionals and executives to teach classes each term as a means of maintaining balance between the theoretical and practical.

Our community relationship may be divided into three areas, as follows: A. What we are doing for the community; B. What community resources we are using; and C. What are some of our additional needs from the community.

A. For the community. We have always considered one of our basic functions to be service to business and other organizations in the community. This takes several forms.

1. Each year, we offer many special programs--usually non-credit--for the community. These take many forms, ranging from one-day conferences to year-long programs. Examples include preparation courses for CPA, CLU, and CPCU examinations; free management development programs (Brown Bag University); the Senior Management Program; the Business and Economic Outlook Conference; the Accounting Conference; etc.

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2. Each term, about 80 credit courses are offered in the evening to meet community needs. All of our degrees may be completed in the evening on a part-time basis. To simplify procedures, we have arranged for organizational employees to complete their registration at their place of work.

3. On several occasions, we have been able to arrange for consulting and/or research studies by faculty members and advanced students. Recent examples include Export Planning for Executives and Marketing in the Middle East.

4. Steps have been taken to make the excellent Business and Economics Library at Portland State University available to the community and extensive use has resulted from this.

5. The Portland State University Placement Office offers a full-service facility for employers seeking graduates for career employment.

B. Community Resources. One of our principal advantages is that we are located in the "middle of our laboratory."

1. We have hired as many as 35 community professionals at a time to teach part-time. These include accountants, attorneys, and business executives.

2. We arrange for hundreds of guest speakers for our classes and student organizations each year.

3. Field trips relevant to our classes are a common form of supplementary classroom activity.

4. Many students, in addition to working part-time, gain valuable experience through internships with community organizations.

C. Needs.

1. We need locations for substantially more student internships, particularly for students in our MBA Program. In the MBA Program, we require organizational experience before completion of the degree and we are short of good locations for them.

2. We need financial assistance from the community because State funds are not provided for some essential activities. Examples include the costs of faculty participation in local professional organizations; faculty travel for recruiting and professional meeting attendance or participation; visits by potential new faculty members; moving expenses for new faculty members; and research funds.